

How Do We Know Advising Is Done Well? Using NACADA Core Competencies to Assess Advising

Jim Cole
BCSSE Project Manager &
NSSE Analyst

Jillian Kinzie
Associate Director &
NSSE Institute



NACADA 2020

Some Signs of Advising Done Well...

- Students are provided with timely accurate information and resources
- Advisors actively listen to student concerns
- Students feel respected
- Information about major and careers, special opportunities (internships, etc.), resources for well-being, are shared with students
- Advising contributes to improved persistence and graduation rates



How do you know?



Outline

- **Introduction to Sources of Information about the Quality of Advising**
 - **NSSE and Advising module**
 - **Brief Summary Results from NSSE 2020**
 - **NACADA Core Competencies and Learning Outcomes**
- **New: Mapping NSSE to NACADA Core Competencies and Learning Outcomes**
- **BCSSE and Academic Advising**

Introduction to NSSE and the Advising Module

NSSE collects data representing a breadth of student engagement behaviors, including 10 Engagement Indicators and 6 High Impact Practices.

Engagement Indicators

- Higher-Order Learning
- Reflective & Integrative Learning
- Learning Strategies
- Quantitative Reasoning
- Collaborative Learning
- Discussions w/Diverse Others
- Student-Faculty Interaction
- Effective Teaching Practices
- Quality of Interactions
- Supportive Environment

High Impact Practices

- Learning community
- Internship, co-op, etc
- Work w/faculty on research project
- Service Learning
- Study abroad
- Culminating senior experience



13. Indicate the quality of your interactions with...Academic advisors (1=poor to 7=excellent, NA)



What do we know from NSSE about Quality of Interaction with Advisors?

True or False?

About 60% of First-Year Students rate the quality of their interactions with academic advisors as “very good or excellent”.

False. 53% FY & 54% SR

Introduction to NSSE's Advising Module

NSSE Topical Modules

1. Academic Advising (Updated 2019)

2. Civic Engagement
3. Development of Transferable Skills
4. Learning with Technology
5. Experiences with Writing
6. Experiences with Information Literacy
7. First-Year Experiences and Senior Transitions
8. Global Learning
9. Inclusiveness and Engagement with Cultural Diversity

**Additional,
optional
modules to add
to NSSE
administration**

Introduction to NSSE's Advising Module

The Advising Module:

- Examines students' experiences with academic advising, including frequency of interaction with advisors and advising practices that reflect NACADA core values.
- Asks students to identify who has been most helpful.
- Complements a question on the core survey about the quality of students' interactions with academic advisors.

Visit the NSSE website for more details about the NSSE Tropical Modules:
nsse.indiana.edu/nsse/survey-instruments/topical-modules/index.html

Introduction to NSSE's Advising Module

1. During the current school year, how many times have you discussed your academic interests, course selections, or academic performance with the following individuals?

Response options: 0, 1, 2, 3, 4 or more, Not applicable

- a. Academic advisor, faculty, or staff assigned to advise you
- b. Academic advisor(s) available to any student
- c. Faculty or instructor(s) not assigned to advise you
- d. Student services staff (career services, academic support, Trio, etc.)
- e. Success or academic coach
- f. Peer advisor or mentor
- g. Other, please specify: [text box]

2. Do you know how to contact (in person, email, phone, or online) an advisor at your institution?

Response options: Yes, No, Unsure

3. Thinking about academic advising, how much have people and resources at your institution done the following?

Response options: Very much, Quite a bit, Some, Very little, Not applicable

- a. Been available when needed
- b. Provided prompt and accurate information
- c. Provided information about learning support services (tutoring, writing center, etc.)
- d. Notified you of important policies and deadlines
- e. Reached out to you about your academic progress or performance
- f. Followed up with you regarding something they recommended
- g. Asked questions about your educational background and needs
- h. Actively listened to your concerns
- i. Respected your identity and culture
- j. Cared about your overall well-being

4. Thinking about academic advising, about how often did someone at your institution discuss the following with you?

Response options: Very often, Often, Sometimes, Rarely, Never, Not applicable

- a. Your academic goals and future plans
- b. How your major or expected major relates to your goals and future plans
- c. Special opportunities (study abroad, internship, service-learning, research, etc.)
- d. Participation in co-curricular activities (organizations, clubs, performing arts, sports, etc.)
- e. Resources for your well-being (health, counseling, financial guidance, etc.)

5. How much have each of the following helped you develop your academic goals and future plans?

Response options: Very much, Quite a bit, Some, Very little, Not applicable

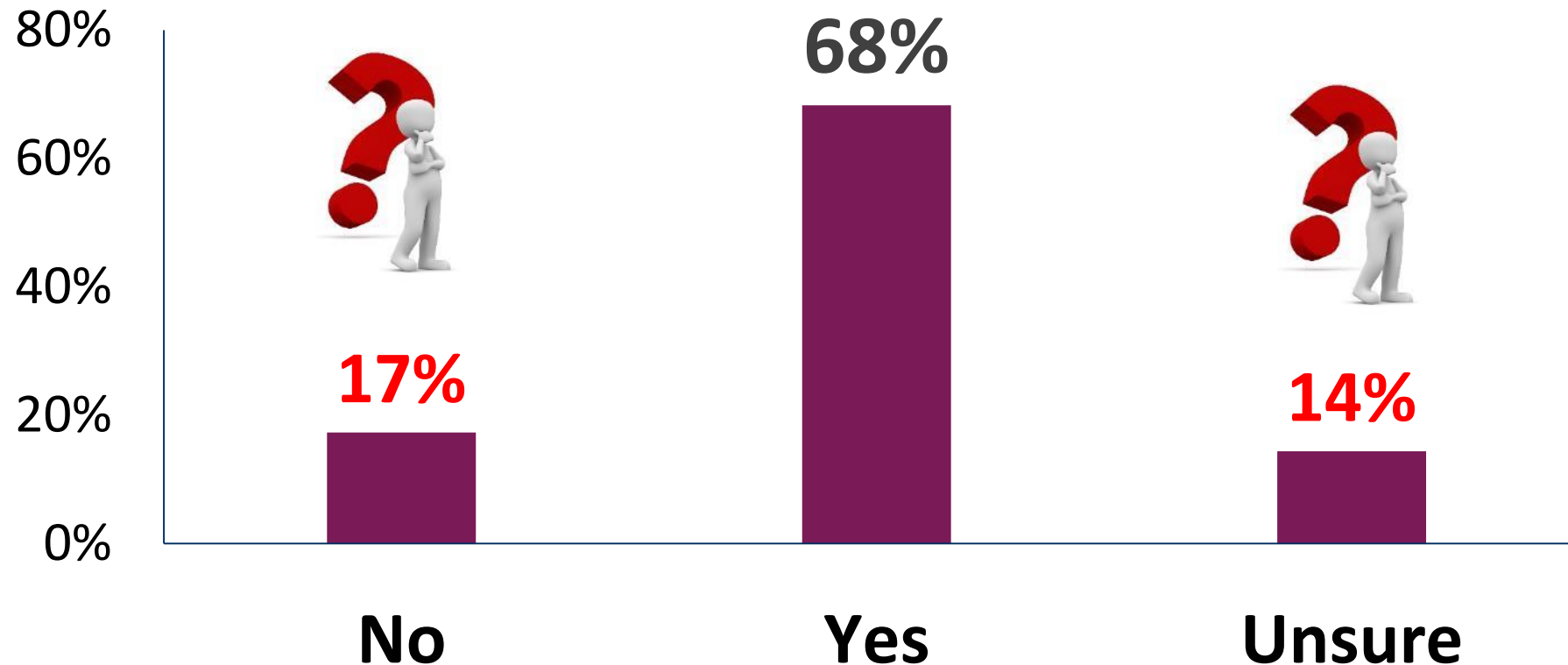
- a. Academic advisor, faculty, or staff assigned to advise you
- b. Academic advisor(s) available to any student
- c. Faculty or instructor(s) not assigned to advise you
- d. Online advising system (degree progress report, etc.)
- e. Website, catalog, or other published sources
- f. Student services staff (career services, academic support, TRIO, etc.)
- g. Success or academic coach
- h. Peer advisor or mentor
- i. Friends or other students
- j. Family members
- k. Other, please specify:

nsse.indiana.edu/nsse/survey-instruments/topical-modules/index.html

NSSE 2020 Academic Advising Module

Example: Examining a Specific Advising Practice

First Year Students: Do you know how to contact (in person, email, phone, or online) an advisor at your institution?



NSSE 2020: Brief Summary Results

Academic Advising Module Question:

1. During the current school year, how many times have you discussed your academic interests, course selections, or academic performance with the following individuals?

Response options: 0, 1, 2, 3, 4 or more, Not applicable

a. Academic advisor, faculty, or staff assigned to advise you

b. Academic advisor(s) available to any student

c. Faculty or instructor(s) not assigned to advise you

d. Student services staff (career services, academic support, Trio, etc.)

e. Success or academic coach

f. Peer advisor or mentor

g. Other, please specify: [text box]

Frequent meetings with an advisor is important for all students. *How many times in a school year should students do this?*

How many times do students meet with an advisor to discuss their academic interests, courses, performance?

- More than half of both first-year students & seniors had 5 or more meetings with advisors during the current school year
- Only a trivial proportion (3% first-years and 6% seniors) *never* discussed their academic interests, course selections or academic performance with an advisor, faculty member or success coach in the current year.

Majority did
this 5+ times



10 items to Assess Advising Quality*

3 a-j. How much have people and resources done the following...

- a. Been available when needed
- b. Provided prompt and accurate information
- c. Provided information about learning support services (tutoring, writing center, success skills, etc.)
- d. Notified you of important policies and deadlines
- e. Reached out to you about your academic progress or performance
- f. Followed up with you regarding something they recommended
- g. Asked questions about your educational background and needs
- h. Actively listened to your concerns
- i. Respected your identity and culture
- j. Cared about your overall well-being

*Summed scores for OVERALL measure of Advising Quality. Created 4 groups: low, low-med, med-high, high

NSSE 2019 Annual Results

Engagement Insights (released February 20, 2020)

Punchlines about Academic Advising findings...

- Advising Quality Matters more than Quantity
- Some advising practices more strongly influence FY interaction with faculty & intention to persist
 - FY interaction with faculty most influenced by ADVISING QUALITY not QUANTITY (number of times)
 - Advising QUALITY really mattered to intention to persist – students with HIGH QUALITY advising had 17% higher score on intent to return than those who experienced LOW QUALITY advising.

Download your own copy of the NSSE 2019 Annual Results:
nsse.indiana.edu/research/annual-results/index.html



NSSE 2019 Annual Results

Engagement Insights (released February 20, 2020)

Punchlines about Academic Advising findings...

- Advising Quality Matters more than Quantity
- Some advising practices more strongly influence FY interaction with faculty & intention to persist
- Seniors who experienced high-quality advising, compared to those who experienced low-quality advising, indicated their college experience contributed much more to their job- or work-related knowledge and skills

Download your own copy of the NSSE 2019 Annual Results:
nsse.indiana.edu/research/annual-results/index.html



NSSE 2019 Annual Results

Take Aways: Advising Quality vs Quantity

- *Frequency of advising* is not nearly as important as the *quality of advising* to crucial aspects of student engagement and success
- Meeting more often with an advisor had some benefits, the *strongest and most consistent relationships were with the quality of academic advising.*



Download your own copy of the NSSE 2019 Annual Results:
nsse.indiana.edu/research/annual-results/index.html



Considering NACADA Core Competencies

“Through academic advising,

students learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic society and a global community. Academic advising engages students beyond their own world views, while acknowledging their individual characteristics, values, and motivations as they enter, move through, and exit the institution.”

NACADA: <https://nacada.ksu.edu/Resources/Pillars/Concept.aspx>

NACADA Core Competencies

The competencies are a broad range of understanding, knowledge, and skills that support academic advising.

Three major areas provides advisors the knowledge and skills to be effective guides for their students.

1. The **Conceptual** component provides the context for the delivery of academic advising. It covers the ideas and theories that advisors must understand to effectively advise their students.
2. The **Informational** component provides the substance of academic advising. It covers the knowledge advisors must gain to be able to guide the students at their institution.
3. The **Relational** component provides the skills that enable academic advisors to convey the concepts and information from the other two components to their advisees.

Advisor professional development and competencies are integral to a meaningful and high quality advising experience for the student.



NACADA Learning Outcomes

“These outcomes, defined in an advising curriculum, articulate what students will demonstrate, know, value, and do as a result of participating in academic advising. Each institution must develop its own set of student learning outcomes and the methods to assess them. The following is a representative sample.”

NACADA: <https://nacada.ksu.edu/Resources/Pillars/Concept.aspx>

Students will:

- craft a coherent educational plan based on assessment of abilities, aspirations, interests, and values
- use complex information from various sources to set goals, reach decisions, and achieve those goals
- assume responsibility for meeting academic program requirements
- articulate the meaning of higher education and the intent of the institution’s curriculum
- cultivate the intellectual habits that lead to a lifetime of learning
- behave as citizens who engage in the wider world around them

Mapping NSSE and NACADA

ADVISOR COMPETENCIES

Conceptual component (concepts academic advisors must understand) include understanding of:

- C4 Academic advising approaches and strategies.
- C6 How equitable and inclusive environments are created and maintained.

Informational component (knowledge academic advisors must master) include knowledge of:

- I2 Curriculum, degree programs, and other academic requirements and options.
- I3 Institution specific policies, procedures, rules, and regulations.
- I5 The characteristics, needs, and experiences of major and emerging student populations.
- I6 Campus and community resources that support student success.

Relational component (skills academic advisors must demonstrate) include the ability to:

- R2 Create rapport and build academic advising relationships.
- R3 Communicate in an inclusive and respectful manner.
- R4 Plan and conduct successful advising interactions.
- R5 Promote student understanding of the logic and purpose of the curriculum.
- R6 Facilitate problem solving, decision-making, meaning-making, planning, and goal setting.

NSSE and Acad Adv Module

AA3e; AA3f

AA3h-j

AA3b; AA3d

AA3b

AA3g

14b; 14c; AA3c; AA4e

13b

AA3h-j

AA5a; AA5b

18e

18c; 18f

NSSE Survey: <https://nsse.indiana.edu/nsse/survey-instruments/us-english.html>

Academic Advising Module Survey: <https://nsse.indiana.edu/nsse/survey-instruments/topical-modules/index.html>

Mapping NSSE and NACADA

STUDENT LEARNING OUTCOMES

- | | |
|-----|--|
| LO1 | Craft a coherent educational plan based on assessment of abilities, aspirations, interests, and values |
| LO2 | Use complex information from various sources to set goals, reach decisions, and achieve those goals |
| LO4 | Articulate the meaning of higher education and the intent of the institution's curriculum |
| LO5 | Cultivate the intellectual habits that lead to a lifetime of learning |
| LO6 | Behave as citizens who engage in the wider world around them |

NSSE and Acad Adv Module

AA4a

2a-g

AA4b

18h; 18i

14h; 14i; 18g; 18j



Purpose: Mapping NSSE and NACADA

- How do you know if the competencies are being achieved?
- Do all students experience advising equitably?
- Do some student populations – gender identity, race-ethnicity, disability, major etc. differ in their advising experiences?

The following are examples of using NSSE data to examine the connection between student experiences with advising and NACADA core competencies and student learning outcomes.



NSSE and NACADA: Student Outreach

CONCEPTUAL

Understands advising approaches and strategies.

THE ADVISOR:

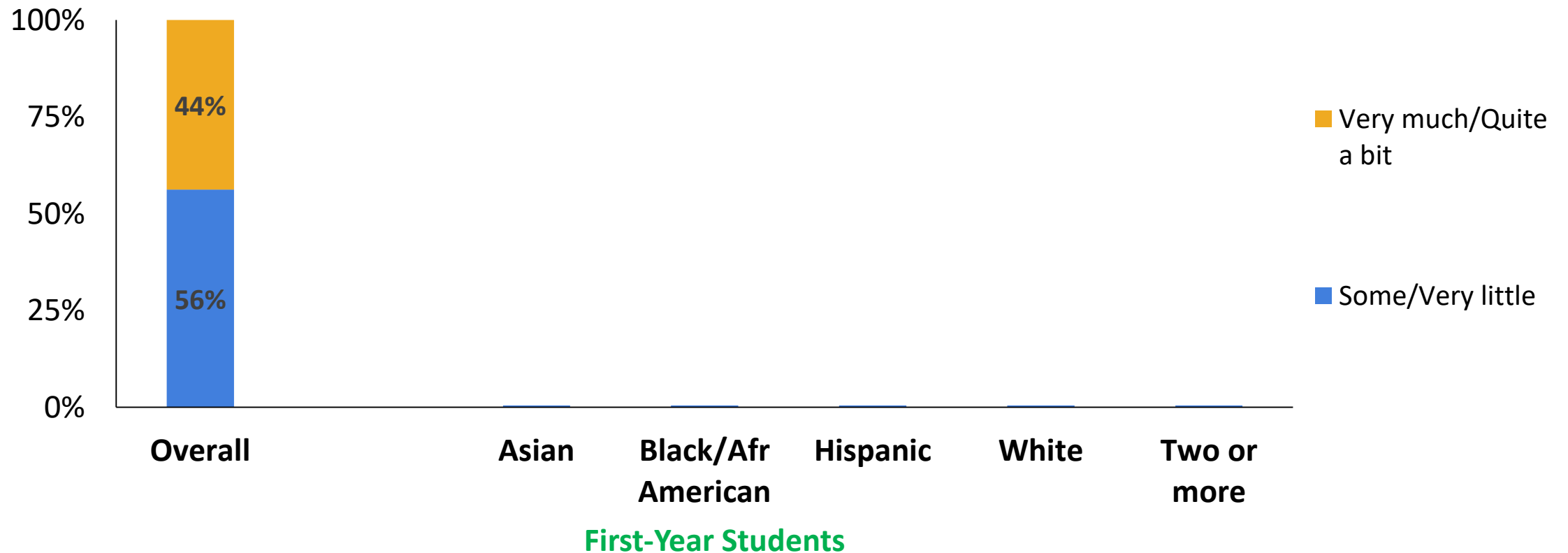
HOW OFTEN THE ADVISOR:

Reached out about academic progress or performance

NSSE and NACADA: Student Outreach Overall

CONCEPTUAL
THE ADVISOR:
Understands advising approaches and
strategies.

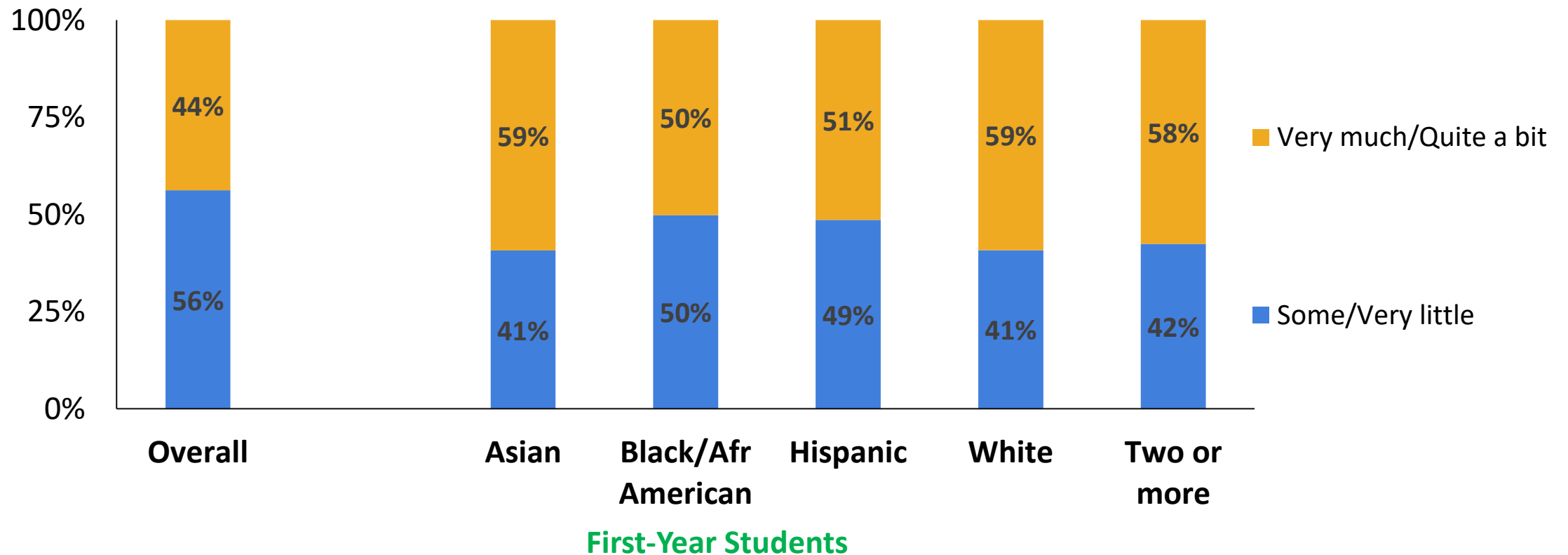
HOW OFTEN THE ADVISOR:
Reached out about academic
progress or performance



NSSE and NACADA: Student Outreach by Race-Ethnicity

CONCEPTUAL
THE ADVISOR:
Understands advising approaches and
strategies.

HOW OFTEN THE ADVISOR:
Reached out about academic
progress or performance



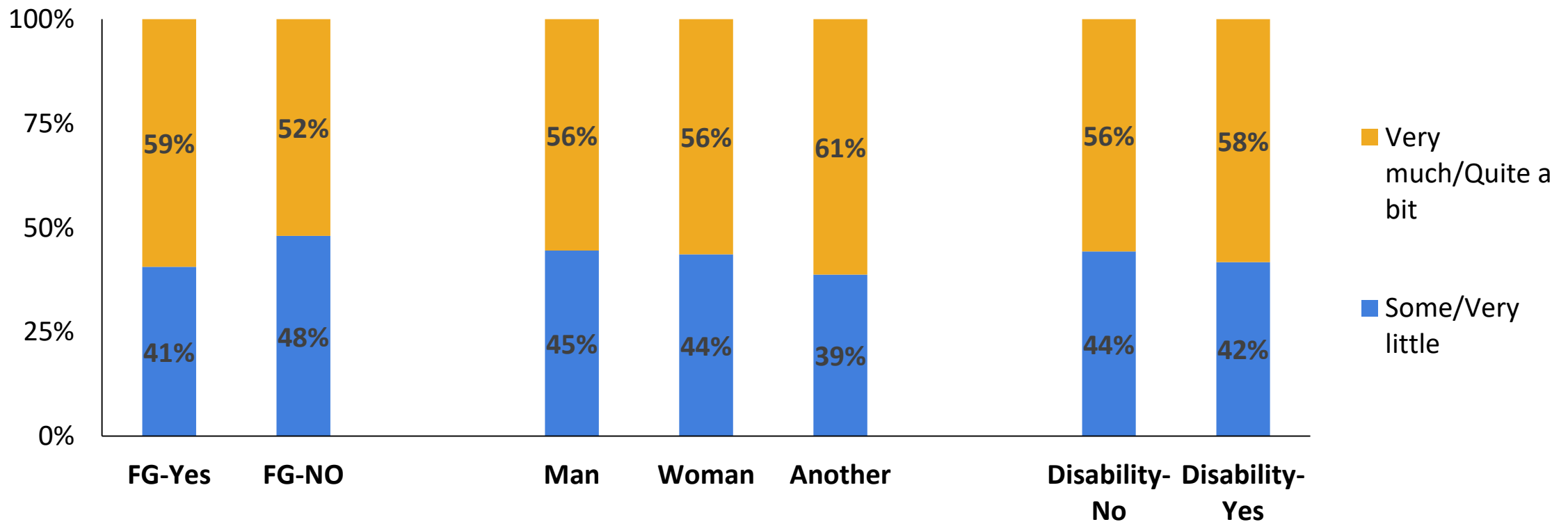
NSSE and NACADA: Student Outreach by FG Status, Gender Identity, Disability

CONCEPTUAL

THE ADVISOR:
Understands advising approaches and strategies.

HOW OFTEN THE ADVISOR:

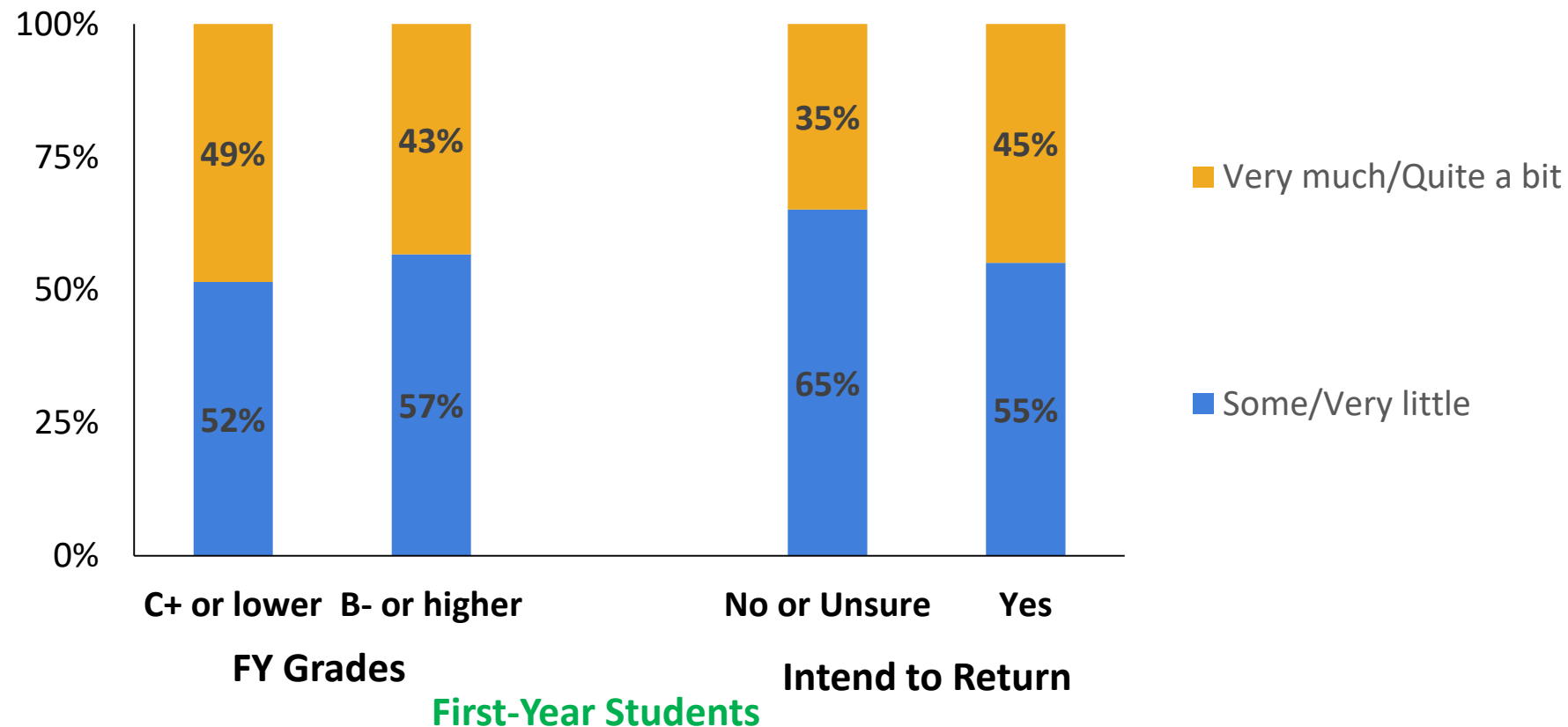
Reached out about academic progress or performance



First-Year Students

NSSE and NACADA: Student Outreach by FY Grades and Intention to Return

CONCEPTUAL THE ADVISOR: Understands advising approaches and strategies. → HOW OFTEN THE ADVISOR: Reached out about academic progress or performance

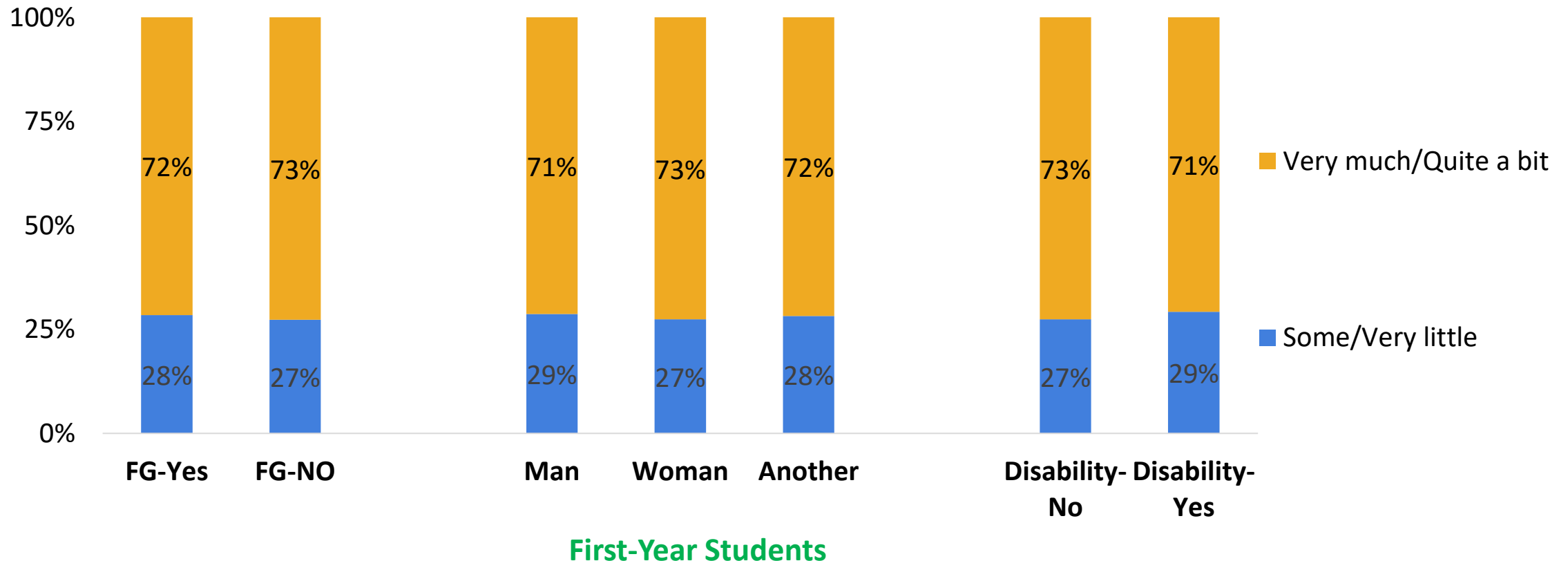


NSSE and NACADA: Sharing Resources by FG Status, Gender Identity, Disability

INFORMATIONAL

THE ADVISOR:
Knowledge of campus and community resources that support student success.

HOW OFTEN THE ADVISOR:
Provided information about learning support services

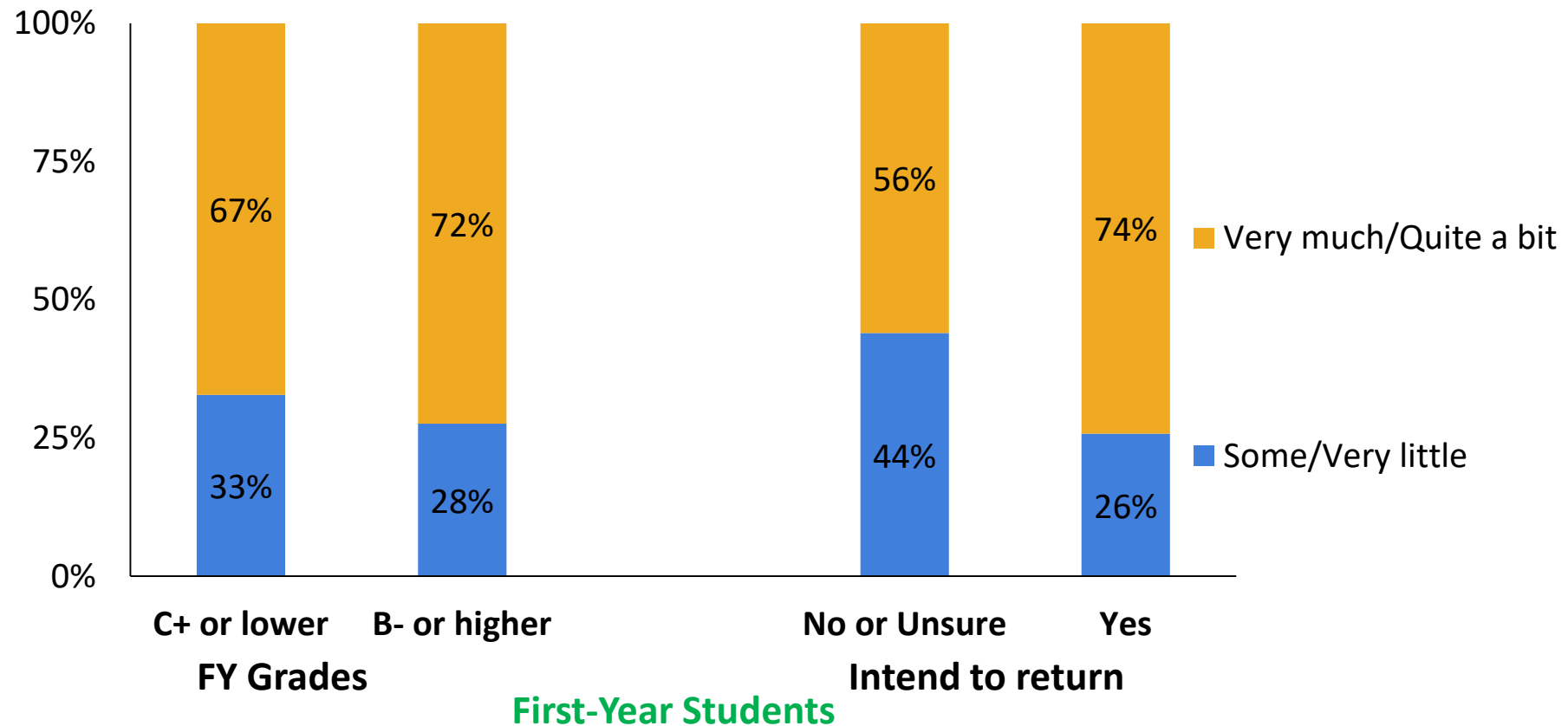


NSSE and NACADA: Sharing Resources by FY Grades and Intention to Return

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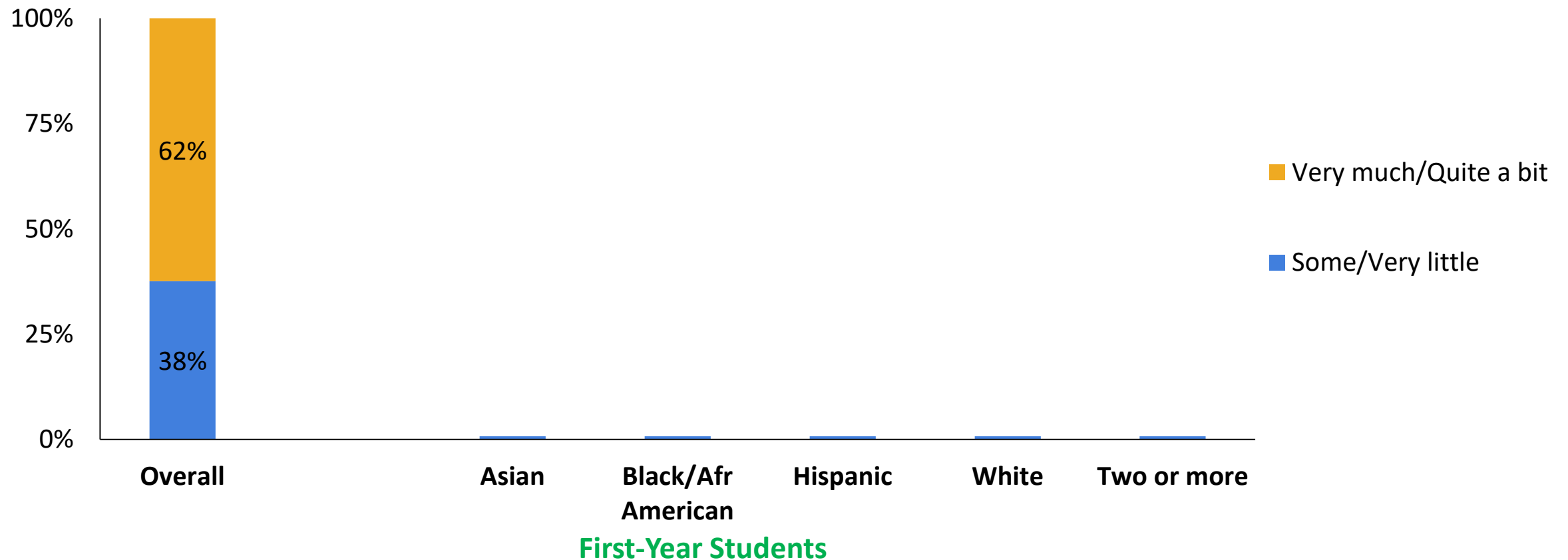


NSSE and NACADA: Sharing Resources Overall

RELATIONAL

THE ADVISOR:
Communicate in an inclusive and
respectful manner

HOW OFTEN THE ADVISOR:
Actively listened to your concerns

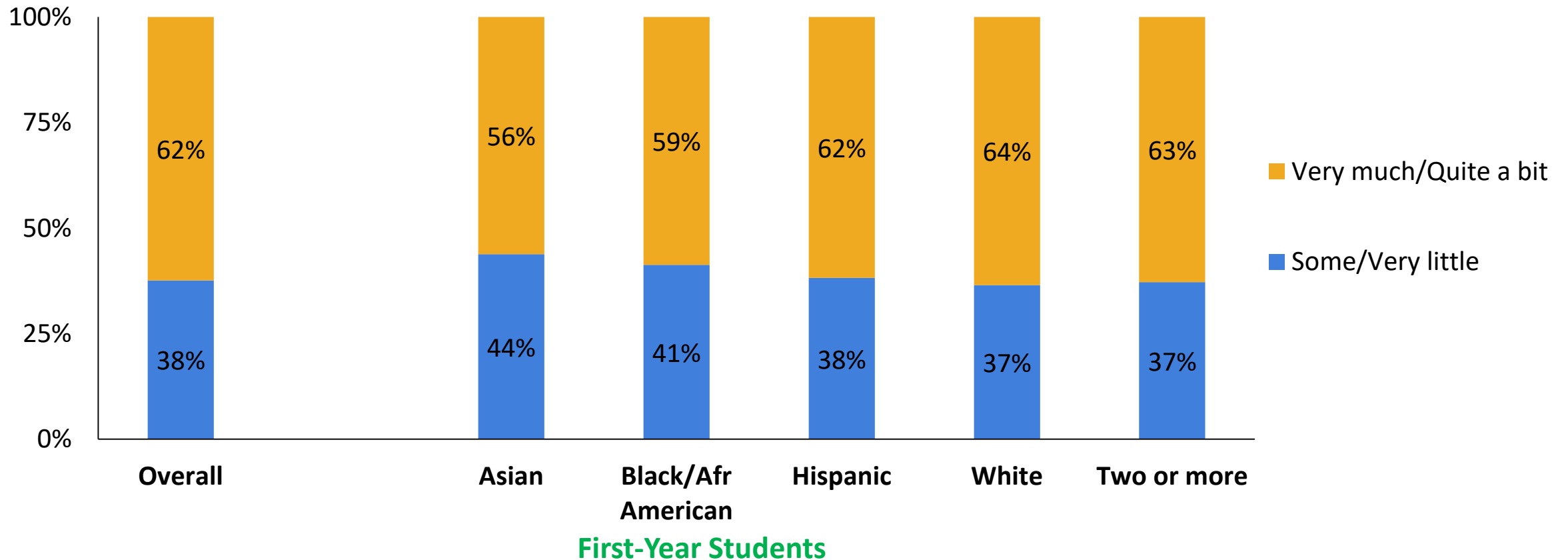


NSSE and NACADA: Sharing Resources by Race-Ethnicity

RELATIONAL

THE ADVISOR:
Communicate in an inclusive and
respectful manner

HOW OFTEN THE ADVISOR:
Actively listened to your concerns

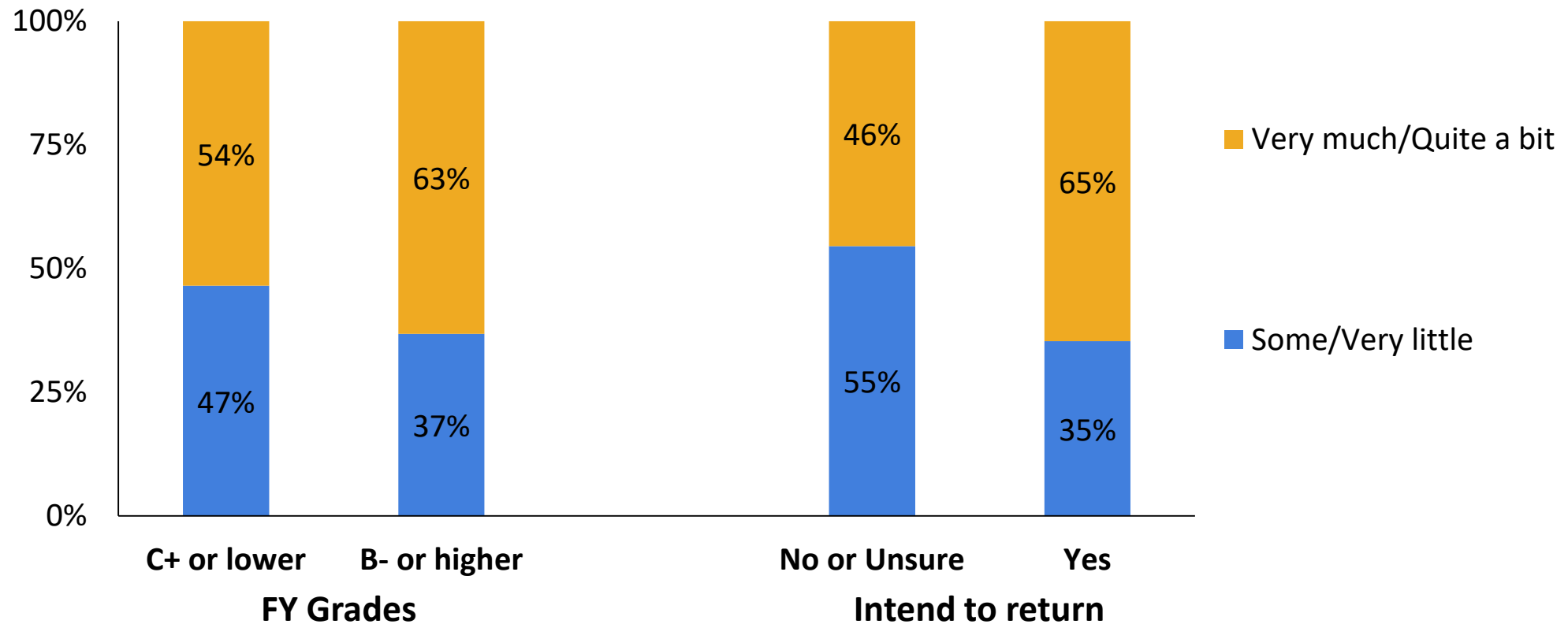


NSSE and NACADA: Active Listening by FY Grades, Intention to Return

RELATIONAL

THE ADVISOR:
Communicate in an inclusive and
respectful manner

HOW OFTEN THE ADVISOR:
Actively listened to your concerns

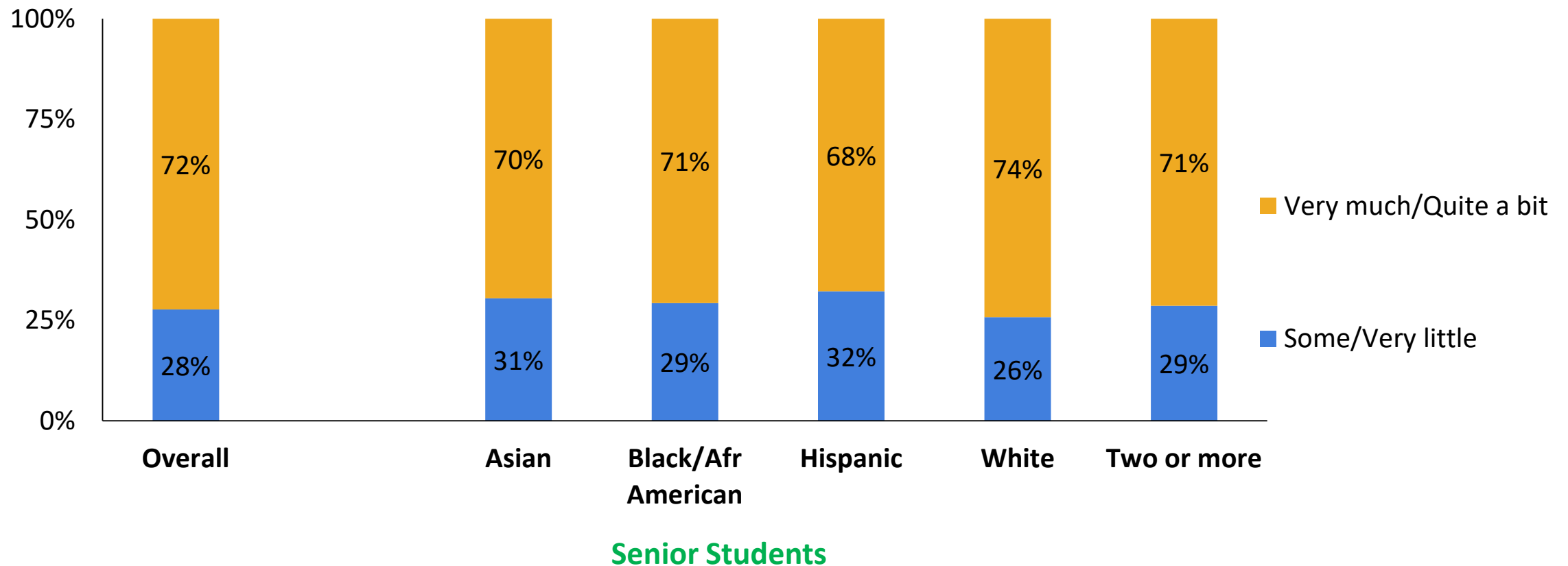


First-Year Students

NSSE and NACADA: Craft Academic Goals & Plans by Race-Ethnicity (Seniors)

LEARNING OUTCOMES Craft a coherent educational plan based on assessment of abilities, aspirations, interests, and values

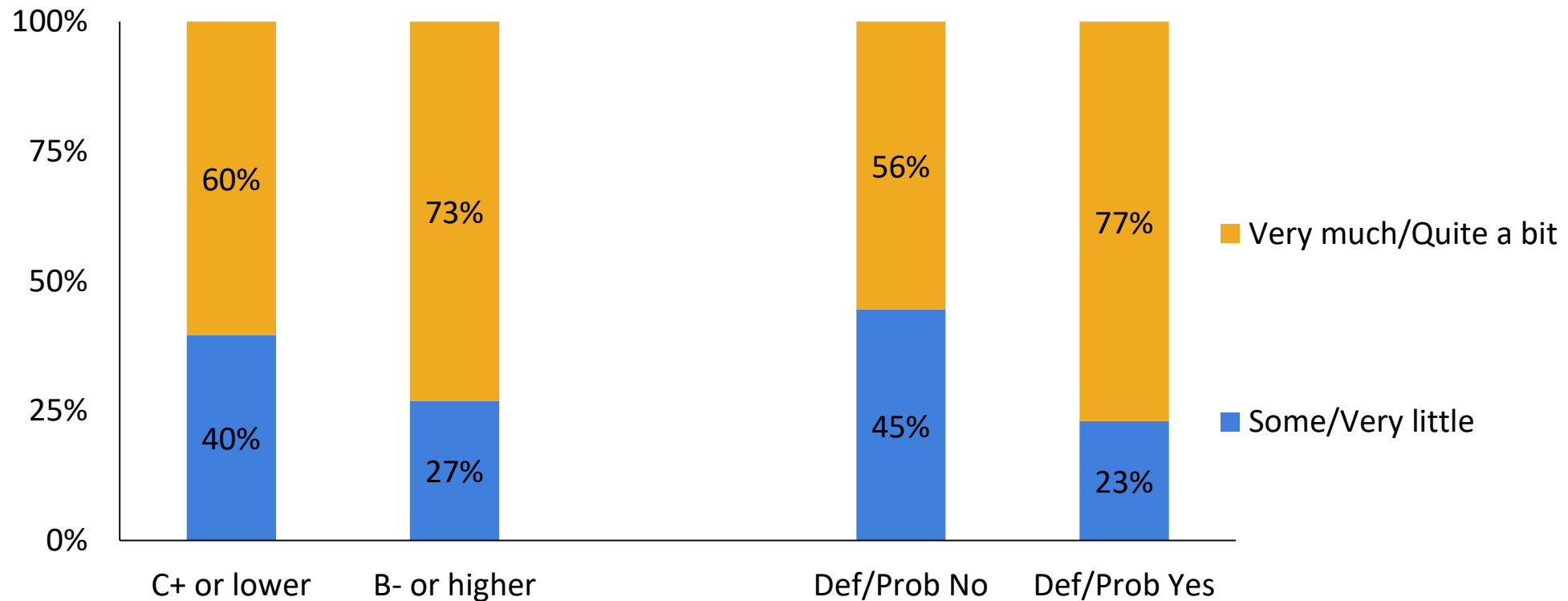
HOW OFTEN DISCUSSED:
Your academic goals and future plans



NSSE and NACADA: Craft Academic Goals & Plans by Senior Grades & Satisfaction (Seniors)

LEARNING OUTCOMES Craft a coherent educational plan based on assessment of abilities, aspirations, interests, and values

HOW OFTEN DISCUSSED:
Your academic goals and future plans



Senior Students



NSSE and NACADA

This sessions suggests how institutions can use NSSE & the Advising Module:

- to consider advising practice overall – *are students experiencing quality advising to support learning, engagement and persistence?*
- to assess the impact of advising aligned with NACADA standards
- to investigate differences in advising experiences by race/ethnicity, first generation status, gender identity, and disability status for their students
- to determine if groups of students – for example, those earning lower grades or who have lower intentions to return – differ in their advising experiences

We encourage connecting institutional data with NSSE/Advising data for a more in-depth analysis (i.e., investigating advising experiences with actual FY persistence.

BCSSE and Academic Advising



BCSSE provides important advising information for entering students

Southern CT State University

- FY Seminar instructors receive BCSSE Advising Reports
- Predictive modelling to identify student success factors
- NSSE Academic Advising module to identify issues with the campus's advising practices
- BCSSE-NSSE analysis resulting in a special High-Impact Practice offering First-Generation College Student Living and Learning Communities

Visit the BCSSE website for more details:
nsse.indiana.edu/bcsse/index.html

From Lessons in the Field, Volume 4

FEATURED INSTITUTIONAL USES 18

Using BCSSE and NSSE Data to Inform Predictions and Improvements

SOUTHERN CONNECTICUT STATE UNIVERSITY

The results of the predictive models using BCSSE data indicated that student success is all about relationships.

Every year since its inauguration in 2007, the Beginning College Survey of Student Engagement (BCSSE) has been administered at Southern Connecticut State University during orientation, and the institution has been pushing the boundaries of how colleges and universities use BCSSE data. As part of the First-Year Experience (FYE) Program, all incoming students are enrolled in a seminar that promotes their academic habits of mind, research skills, and preparedness for more advanced coursework. This seminar extends students' orientation into the future and guides them in developing action steps in the here-and-now to achieve their desired futures.

Prior to the first day of classes, the FYE seminar instructors receive a BCSSE Student Advising Report for each student, which provides individualized information regarding a student's commitment to the institution, expected academic difficulty, and self-perception of academic preparation for college. When guiding faculty on how to use this information to gauge a student's confidence and needs, the

Office of Assessment and Planning emphasizes that, rather than spelling out a student's destiny, BCSSE data provide a roadmap on how best to support the student during this crucial transition. At Southern Connecticut State University, the focus is on that which is amenable to change rather than unchangeable demographic characteristics and prior learning.

The Student Success Task Force, chaired by the Dean of the School of Arts and Sciences and the Vice President for Student Affairs, used BCSSE data along with other sources of data in predictive modeling to identify the most important predictors of student academic learning, persistence, and graduation outcomes. Of the information collected by BCSSE, the item "Do you expect to graduate from this institution?" was a significant predictor; not surprisingly, students who responded "Uncertain" were less likely to be retained compared with students who answered in the affirmative. Other important predictors included students' expected difficulty with time management; preparedness to speak clearly and effectively; and frequency of talking with a counselor, teacher, or other staff member about university or career plans.

More than this, the results of the predictive models using BCSSE data indicated that student success is all about relationships. The Student Success Task Force's recommendations led to the creation of the Academic Success Center and the modification of academic programs, policies, and instruction as part of a drive to advance a culture of student-centeredness at the university. Specifically to help students plan for the cost of education and manage their financial obligations, a new position was created: Coordinator of Student Financial Literacy and Advising.

BCSSE and NSSE data have been used at Southern Connecticut State University in numerous other ways as well. For example, using data from NSSE's Academic Advising Topical Module (along with other sources of information) to identify issues with the campus's advising practices, the institution implemented the Education Advisory Board's Student Success Collaborative advising platform, and university staff continue to use data from the advising module to evaluate this initiative. Additionally, analysis of BCSSE and NSSE data trends conducted by the Office

Southern Connecticut State University





Thanks so much for joining us!

Jim Cole & Jillian Kinzie
**National Survey of Student
Engagement (NSSE)**
**Indiana University Center for
Postsecondary Research**

nsse.indiana.edu

